
DEPARTMENT: MICHIGAN DEPARTMENT OF LABOR AND ECONOMIC GROWTH

APPROPRIATION UNIT: Career Education Programs **PROGRAM:** Adult Education

TIMELINE: October 1, 2006 through September 30, 2007

PROGRAM MISSION STATEMENT:

For all adult learners to obtain the highest quality education, leading to the attainment of a secondary education, literacy, and numeracy skills necessary to succeed in employment and post-secondary education.

PROGRAM STATEMENT:

The Office of Adult Education is responsible for distributing and/or overseeing Federal Department of Education –Office of Vocational and Adult Education funds, and State School Aid Act Section 107 funds, to Adult Education providers around the State. Adult Education providers use a DLEG-Office of Adult Education Adult Learning Plan and approved assessments to create individualized education plans for adults to meet their goals of: obtaining a High School Diploma; obtaining a GED; enrolling in Postsecondary Education or job training; improving Basic Literacy; improving English Skills, obtaining employment; retaining employment, or improving their current job. The Office of Adult Education is also responsible for overseeing 119 GED testing centers, issuing GED certificates, and maintaining the GED certificate database for the State of Michigan.

Adult Education providers report program outcomes against approved performance measures in the Michigan Adult Education Reporting System (MAERS) as required by the Federal Office of Vocational and Adult Education. Program performance data is used by the Federal Office of Vocational and Adult Education to determine yearly performance goals and funding awards, and by the Federal Department of Labor when awarding yearly WIA Incentive Grants to the State.

Participants in this program are adults in Michigan who lack the requisite education and skills to obtain or maintain employment, participate in post-secondary education and training, and provide for themselves and their families. Without these services, employers are unable to obtain the educated and trained workforce they require, and Michigan exacerbates its economic decline, high unemployment rate, high drop-out rate, and high illiteracy rate.

FUND SOURCES:

Federal Funds
DED-OVAE, Basic Grants to States
General Fund/General Purpose Funds (Federal Match only)
State School Aid Funds

LEGAL BASIS:

Public Law 105-220, Federal Workforce Investment Act of 1998, Title II -Adult Education and Literacy
Public Act 342 of 2006

CUSTOMER IDENTIFICATION:

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Customers – Members of the learning community; Employers; Employees; Non-Profit organizations; Faith-based organizations; Elected Officials; Sub-grantees; Program participants; General public; Current and potential funding providers; other internal and external stakeholders; School Districts; Literacy Councils; Intermediate School Districts; Michigan Works! Agencies; and Post-Secondary Institutions

PROGRAM EFFECTIVENESS (GOALS AND OBJECTIVES):

GOAL 1

Promote access to, retention in, and completion of individual student goals in quality, comprehensive, secondary, postsecondary, and adult education resulting in a 21st Century workforce inclusive of Michigan's diverse populations.

Objective 1

1.1 Internal Customers: Share and disseminate at both Office Director meetings and staff meetings, on a semiannual basis, best practice information with all appropriate internal Bureau customers. Measurement will include a log of materials distributed throughout the six-month period at related meetings and events and through electronic mediums.

Strategy

1.1 The Office of Adult Education (OAE) has monthly staff meetings, managers meet on a bi-weekly basis, and information from Bureau meetings is relayed to OAE staff.

Comment: Information was shared at all meetings and the log of materials maintained for each six-month period as required to ensure internal communication.

Objective 2

1.2 External Customers: Disseminate best practice materials at a minimum of five technical assistance events per year for our external customers; a report of the dissemination will be prepared semiannually for the Bureau Director.

Strategy

1.2 The Office of Adult Education (OAE) will hold a yearly Monitoring Technical Assistance Workshop, yearly Statewide Conference, and selective technical assistance workshops for adult education providers around the State based upon assessed needs.

Comment: A Monitoring Technical Assistance Workshop was held on May 23, 2007, attended by over 60 participants. A Statewide Conference was held on March 26-28, 2007, offering over 50 workshops; a one-day training for GED test examiners; and technical training providing updated information on legislation, funding, and new initiatives in Adult Education and 617 participants registered for this conference. MAERS and New Directors Technical Workshops were also conducted. See performance data.

Objective 3

1.3 The Office Directors will meet with their staff quarterly, to share resources and identify best practices related to Goal 1. Office Directors will prepare a quarterly report for the Bureau Director, demonstrating that their staff are making progress toward meeting Goal 1.

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Strategy

1.3 The Office of Adult Education (OAE) Director meets with staff on a monthly basis, sharing information from Federal DED-OVAE staff, federal publications, and best practices and resources obtained from other States, and quarterly reports are completed for the Bureau Director.

Comment: The Director and staff of the Office of Adult Education met to share information and resources, and submit reports as required.

Objective 4

1.4 Analyze program performance measures semiannually, generating an Annual Action Plan to improve the quality of services provided to our customers.

Strategy

1.4 The Office of Adult Education (OAE) will review MAERS data quarterly to evaluate the quality of services being provided and will develop action plans accordingly.

Comment: The Office of Adult Education evaluated individual program performance against required state benchmarks and provided training to adult education directors and staff on the use and analysis of MAERS data to evaluate and improve their program performance. Programs were evaluated against attainment of state performance measures, cost per participant, and participant goal attainment. See *performance data*.

GOAL 2

Strengthen communities, including diverse populations, through the creation of partnerships and volunteerism.

Objective 1

2.1 Increase partnerships with literacy councils, Department of Human Services, Department of Education, Department of Corrections, Michigan Works!, MRS, MCSC, Community Colleges, Learning Disabled, and COSSA.

Strategy

2.1 Include customers and stakeholders in task forces; advisory committees; special grant applications; and in the development of curriculum and guidelines for Adult Education.

Comment: The Office of Adult Education continued practitioner task forces and advisory committees for FY07. Task Forces provided advice to the office, and developed and presented new guidance and information to Adult Education providers. Michigan Works! Agencies and Employers were involved in the Preparing Workers for 21st Century Employment and Benton Harbor Literacy projects where new strategies, curriculum, and materials were developed to improve the education and training of Michigan's workforce. See *performance data*.

GOAL 3

Integrate excellence, integrity, inclusion, and teamwork into the bureau.

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Objective 1

3.1 The Office of Adult Education develops criteria for the successful integration of excellence, integrity, inclusion, and teamwork into workplace initiatives. Managers and employees will choose a method they will use to gauge yearly progress, and report quarterly to the Bureau Director regarding specific accomplishments to date.

Strategy

3.1 An annual meeting is held within the Bureau to provide information on current and planned initiatives, and involve bureau staff

Comment: Meetings occurred as scheduled and staff from various areas of the Bureau worked on committees and joint projects.

Objective 2

3.2 Office Directors, in concert with staff, will analyze program performance measures semiannually—generating an action plan to improve the quality of services provided to customers, incorporating the four values of integrity, inclusion, teamwork, and excellence. A report will be provided to the Bureau Director every six months regarding accomplishments toward meeting Goal 3.

Strategy

3.2 The Office of Adult Education utilizes an advisory committee and task forces to formulate policy, develop curriculum and programs to meet the needs of adult education providers and participants, and the performance requirements in the State Plan.

Comment: Monthly, quarterly, semi-annual, and annual meetings were held to obtain input on current performance, and to develop methods and procedures to improve performance.

Objective 3

3.3 The Office of Adult Education will incorporate the values of integrity, excellence, teamwork, and inclusion in their employee performance plans.

Strategy

3.3 Employee performance plans are updated annually to ensure these values are incorporated in the plan and evaluation of performance is consistent with these values.

Comment: We continue to update performance plans as required.

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GOAL 4

Foster continuous employee professional development

Objective 1

4.1 The Director will meet with staff quarterly via staff meetings and cross training sessions, to share resources and identify best practices related to employee professional development. The Director prepares a quarterly report for the Bureau Director, demonstrating that the staff have made progress toward meeting Goal 4.

Strategy

4.1 Staff utilize staff meetings, attend Bureau sponsored conferences and training, and specific professional development activities outlined in their performance plans.

Comment: Staff met and participated in training and professional development activities as required. *See performance data.*

PROGRAM IMPROVEMENTS MADE

Content Standards

The Office of Adult Education worked with task forces to develop a Michigan model for adult education programs. The task forces were comprised of adult education practitioners and Michigan Department of Corrections education leaders, and were charged with developing ABE Content Standards, ESL Content Standards, and GED Content Standards for Adult Education curriculum. The ABE Content Standards were developed and are currently being evaluated. ESL content standards and lesson plans that have been linked to the CASAS assessment test benchmarks are available on the Office of Adult Education webpage. GED content standards are also available via the Office of Adult Education website.

High School Completion/GED

The Office of Adult Education worked with adult education providers to develop a Nova Net pilot project designed to evaluate the effectiveness of using Nova Net software to prepare adult education students for the GED Exam. Sites selected for the pilot were: Hazel Park; Kalamazoo; Godwin Heights; Lake Orion; and Traverse City. Nova Net software is also being piloted for High School Credit recovery. This method enables adults who left school with only a few credits needed to graduate to work on-line and obtain their diploma at an accelerated pace.

The Office of Adult Education awarded a Special Projects grant to nine adult education providers across the State interested in running a summer school program. The goal of the pilot is to keep participants engaged and active in the learning process year round, while also determining if offering classes during the summer months increases retention of both participants in the programs as well as the participant's knowledge.

The Office of Adult Education sponsored the attendance of two local adult education practitioners at a USDOE, two-day GED Math Institute in Washington D.C. in September 2006. The Institute was designed as a "train-the-trainer" format so that these practitioners could train their peers on developing strategies to help students be more successful with passing the GED mathematics test. These practitioners provided four GED Mathematics Training Institutes for local adult educators in January 2007.

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The Office of Adult Education provided training for GED test examiners on what was new in the GED 2007, and on the provision of accommodations.

Workforce Literacy

The Office of Adult Education completed the pilot phase of the Preparing Workers for 21st Century Employment, an ABE/ESL reading project funded by a WIA Incentive Grant awarded by the Federal Department of Labor. The project goal is to develop interesting reading materials targeting adult education students reading at a 4th to 6th grade level which will: (1) improve reading ability and at the same time, (2) focus on employment related topics identified by Michigan employers as critical to employee effectiveness. The Office of Adult Education worked with nationally recognized experts in the field of Adult Education, local area employers and adult education practitioners to develop a draft workbook of reading selections that were piloted from January until March of 2007, and will be rolled out to ABE and ESL classrooms for the 2007-2008 school year. The reading material developed in this project has been based on topics the National Institute for Literacy plans to utilize in a national assessment for a Work Readiness Credential. Michigan has earned national attention for this project.

Literacy Councils

The Literacy Task Force successfully regionalized literacy organizations across the state to increase communication, networking and training abilities. Most regions meet on a quarterly basis and are instrumental in identifying targeted professional development needs. The task force has sponsored several workshops on assessment and learning disabilities training that were attended by over 60 volunteer tutors and literacy providers. The task force offered two breakout sessions at the 2007 Michigan Adult Education & Training Conference focusing on community awareness and partnerships with literacy councils.

The annual literacy survey continues to be administered to collect updated information on new and existing literacy organizations, as well as to build a data base of programming and local expertise.

The Office of Adult Education awarded approximately \$80,000 to 35 literacy organizations to support the training of literacy council volunteers and staff in order to provide more effective services to the lowest level literacy adult.

Benton Harbor Literacy Project

Benton Harbor is a community in crisis. The unemployment level is at 7.4%; the median family income is \$19,250; 42.6 % of individuals are below the poverty level; and 42% of the population in the county is functionally illiterate - which equates to nearly 4,600 individuals in the city of Benton Harbor. The high school dropout rate in Benton Harbor is a staggering 70%. To begin to address some of these issues, the Department of Labor & Economic Growth utilized the WIA Incentive Award for PY2004 Performance to fund the Building Communities Through Literacy – A Benton Harbor Project.

The Office of Adult Education has partnered with the Berrien-Cass-Van Buren Michigan Works! Agency, Heartland Human Care Services, and other community partners to provide targeted Adult Education and Literacy programs in the Benton Harbor Area. A multi-faceted approach is being implemented to address the needs of this community and will build upon current initiatives in the Bureau of Career Education such as Distance Learning, Preparing Workers for 21st Century Employment, Credit Recovery, and Community College Articulation through Career Clusters. There are the five main areas of focus: (1) Provision of Adult Basic Education and Literacy Services, (2) High School Intervention Services, (3) High School Completion/GED Attainment, (4) Middle College, and (5) Workplace Skills.

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The Benton Harbor Literacy Project began July 1, 2006 and ends June 30, 2008. A large part of the 2006-07 program year was spent planning for implementation of the various components. The Opportunity Center staff was hired in May 2007 and the center officially opened its doors to community residents in June 2007. The GED summer program and mentoring for the GED participants began in July 2007. The Literacy Tutors and Volunteers received training in September 2007. The Preparing Workers for 21st Century Employment - Benton Harbor Edition was rolled out in the Fall of 2007 and staff at the Opportunity Center were trained on the materials in December 2007. The Distance Learning, Credit Recovery, and Middle College initiatives are still in the planning stages.

Adult Education Conference

The second annual Michigan Adult Education & Training Conference was held at the Amway Grand Plaza Hotel in Grand Rapids, Michigan, March 26-28, 2007. Over 600 people registered to attend. Nationally recognized speaker Harvey Alston, MSU Professor John M. Dirks, and guest presenter Dr. Art Ellison, Director of Adult Education in New Hampshire, shared their talent, humor and insight. Over 50 workshops were offered on a wide variety of topics, including: Strategies for Teaching and Managing the Multi-level Classroom; Tools to Tune Up Your GED Preparation Program; CASAS Training; Connecting the ESL Content Standards to the Everyday ESL Classroom; Prisons and Literacy; The Politics of Adult Education; and Why Smart People Can't Read. The theme of the conference was "Reaching Out -Changing Lives.

Professional Development

The Michigan Adult Education Professional Development (MAEPD) website was developed to allow adult education practitioners to register on-line for professional development training institutes designed to meet the needs of adult educators. Professional Development activities are determined by analyzing performance data, trends, benchmarking, and practitioner requests, and based on the philosophy of lifelong learning and continuous improvement. Almost 800 adult education administrators and teachers took part in professional development institutes in FY2006-07. Training was provided in: CASAS/TABE Implementation; Preparing Workers for the 21st Century Project-How to use the materials for pilot groups; MAERS; GED Math Institutes; New Directors Workshops; Reading Workshops, Learning Disabilities; and Assistive Technology for students with LD. The MAEPD website received a national award. OAE staff also attended federal workshops on NRS and Federal Grants Management.

Continued Collaboration

The Office of Adult Education works with many agencies and organizations throughout the year in support of Adult Education and Literacy programs including: Michigan Works! Association; Michigan Works! Agencies; the Michigan Association for Adult and Continuing Education; the Michigan Association of Community and Adult Education; Middle Cities; the Michigan Association of Secondary School Principles; Michigan Rehabilitation Services; Michigan Department of Education; the Department of Corrections; the Office of Workforce Development; and the Department of Human Services.

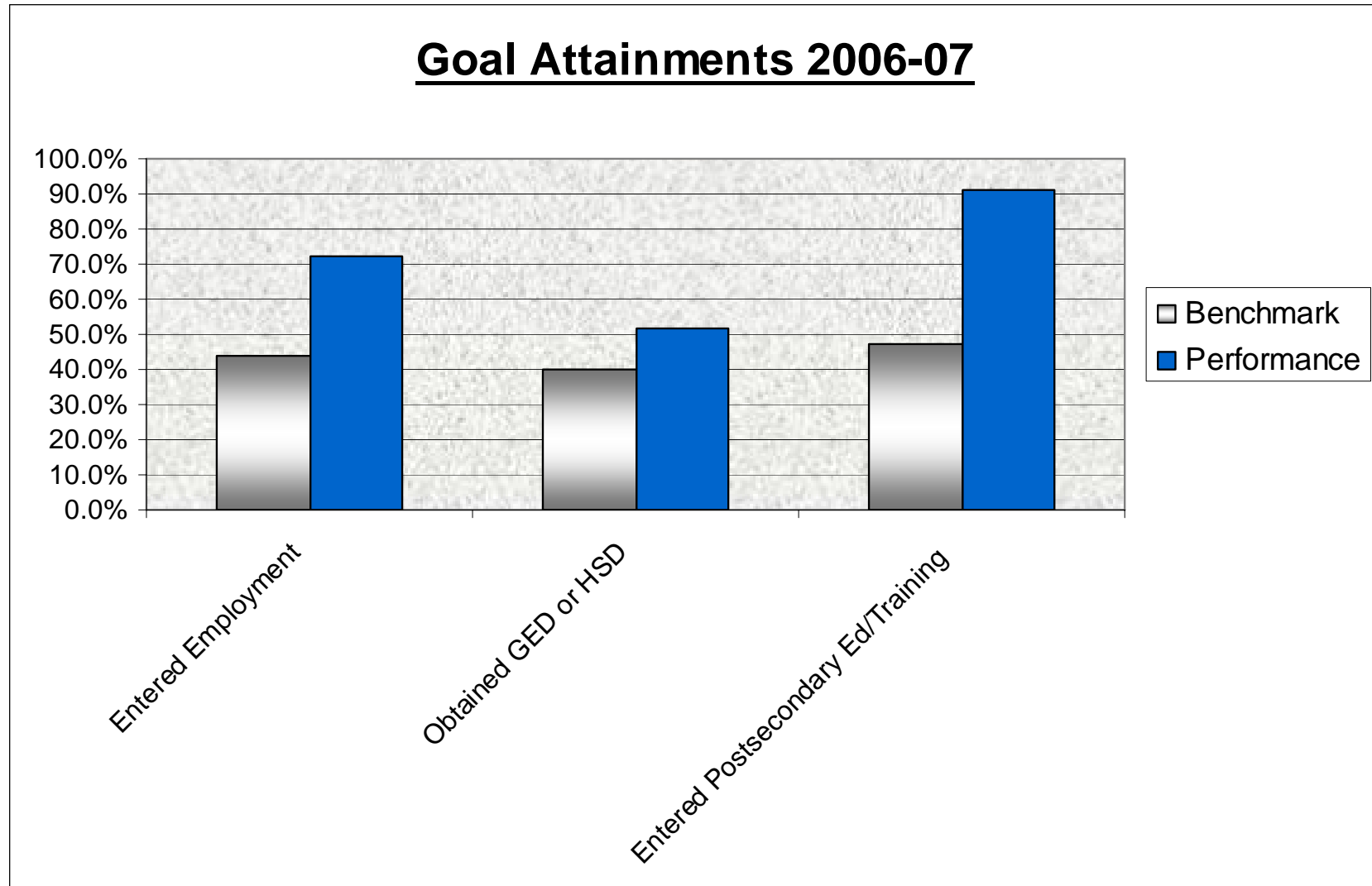
Monitoring and Technical Assistance

Workshops are held throughout the year to provide updates on changes in National Reporting requirements; State reporting requirements; assessment requirements; state policies, and procedures. Twenty Five percent of our grant recipients are monitored via a combination of on-site and program review. Desk audits are conducted for all grant recipients. Special monitoring and technical assistance is done on an as-needed basis throughout the year to ensure program quality and continuous improvement.

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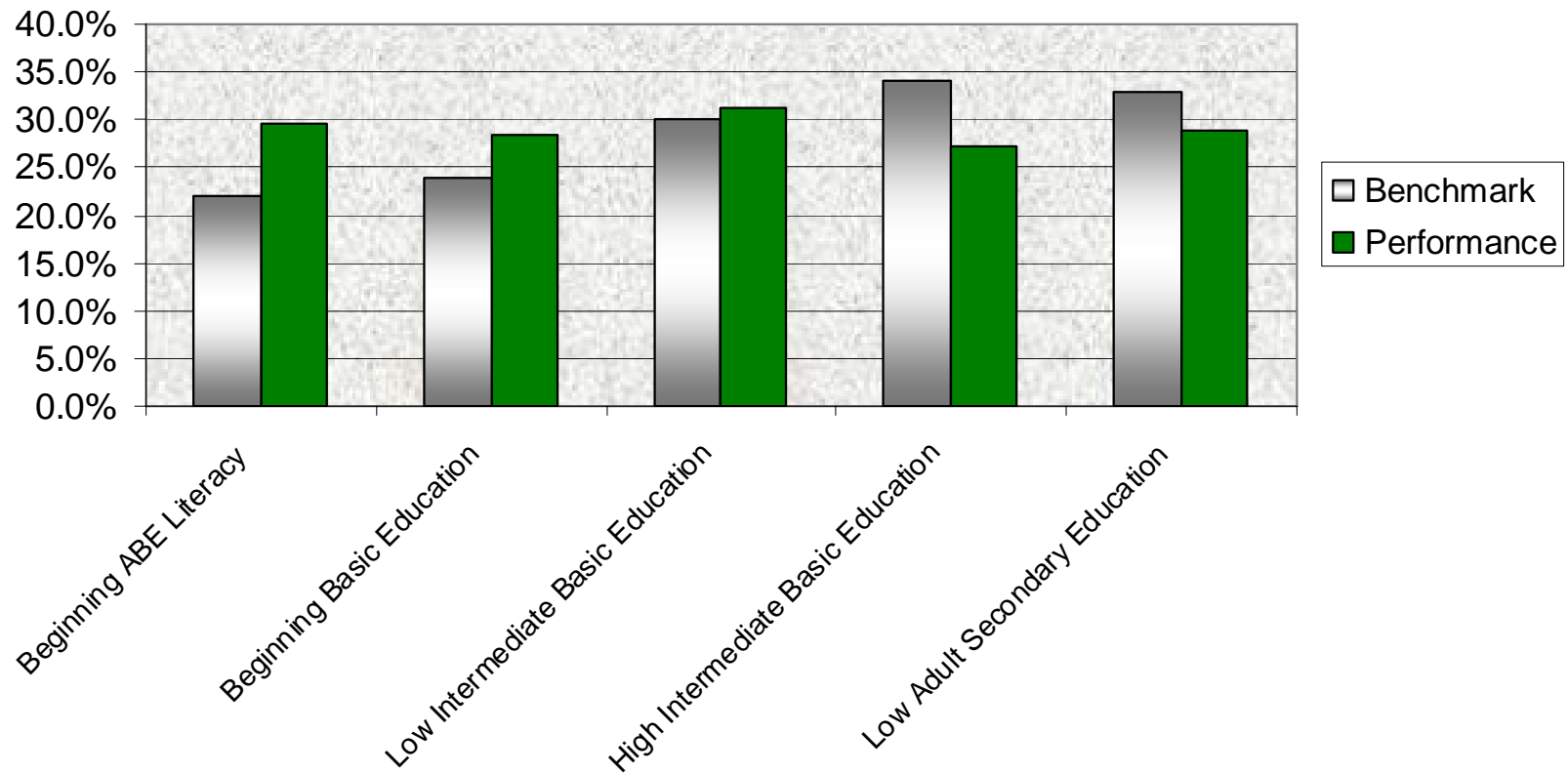
The Office of Adult Education continues to meet or exceed Federal DED-OVAE performance measures (see charts below) 32,856 participants received services in FY2007, and 80.72% of these individuals were between the ages of 19-44.



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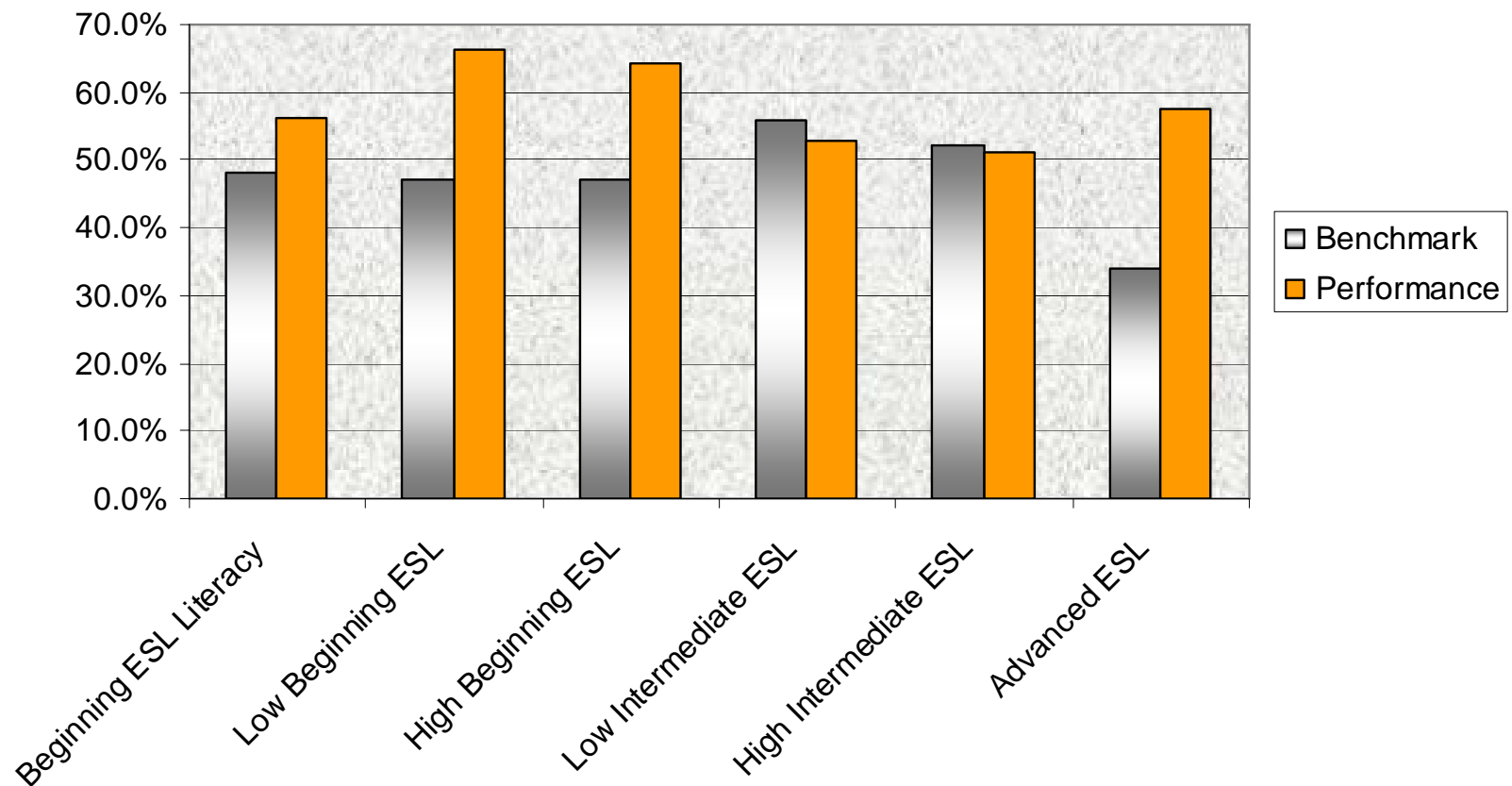
ABE Performance 2006-07



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ESL Performance 2006-07



MICHIGAN DEPARTMENT OF LABOR AND ECONOMIC GROWTH

APPROPRIATION UNIT: Department Grants Adult Education Related Grants

PROGRAM: Office of Postsecondary Services (OPS)

TIMELINE: October 1, 2006 through September 30, 2007

PROGRAM MISSION STATEMENT (Customer-focus Direction)

To promote access to, retention in, and completion of individual student goals in quality comprehensive postsecondary services.

PROGRAM STATEMENT

OPS/ Community Colleges Service Unit (CCSU)

Michigan's 28 public community colleges enrolled 442,119 students and generated 78,443,623 contact hours of instruction while expending nearly \$1,205,813,251 in general funds during the 2005-06 fiscal year. General fund revenue sources included \$286,679,400 (22.3%) in state aid, \$409,437,436 (32.7%) in student tuition and fees, \$509,696,415 (40.7%) in local property taxes, and \$47,688,811 (4.3%) from other sources. The Michigan Department of Labor & Economic Growth is responsible for the leadership and supervision of community colleges through general planning and coordination, which includes advising the legislature as to the financial requirements, data, grant management, new and emerging technologies, and ombudsman's services.

In part, this role is performed by collecting and reporting on student, program, and financial data for state and federal purposes. The data is published annually in publications such as the Activities Classification Structure Data Book and Community College Enrollment Profile. Many of these are submitted to the U.S. Department of Education. An Interactive collaboration occurs with the House Fiscal Agency, the Senate Fiscal Agency, the Department of Management and Budget, the Auditor General and the community colleges through the Michigan Community College Data and Evaluation Committee (MCCDEC) as administered through the Office of Postsecondary Services.

In addition, the Unit administers state and federal grants to the community colleges. In FY 2007, more than 458,000 students enrolled in 427 programs that include 220,829 occupational education students who enrolled in 297 occupational education programs of a pre-service or in-service nature. The unit distributed more than \$72,111,000 over the past five years to support technical assistance, professional and curriculum development, program improvement, access for special populations of disabled and academically under prepared students, as authorized under the Carl D. Perkins Career and Technical Education Improvement Act. Much of the related curriculum and professional development is provided to the colleges through unit funds and activities. The State Legislature appropriated \$17,222,709 over the past five years for the colleges' at risk student success program, with final reports coordinated by the Unit.

OPS/ GEAR-UP

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), was established by the 1998 amendments to the federal Higher Education Act of 1965. The mission of the federal GEAR UP program, administered by the United States Department of Education, is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The GEAR UP project supplements and expands the existing State funded initiative the Martin Luther King, Jr. • César Chávez • Rosa Parks College Day Program. The Michigan State Legislature created the College Day program in 1986 to stem the downward spiral of college graduation rates for students underrepresented in postsecondary education. The combined GEAR UP/College Day Program accomplishes the missions of both programs by promoting academic excellence through a variety of locally designed early intervention services. In 2006, Michigan was awarded a six-year, \$18 million grant, which includes

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APPROPRIATION UNIT: Department Grants

Adult Education Related Grants

\$9 million dedicated to scholarships for eligible participants upon graduation from high school. The GEAR UP/College Day Program is a statewide, sustained early intervention effort that has a strong partnership with all of Michigan's 15 public universities, Partnership for Learning, the University of Michigan School of Social Work and the Michigan Department of Treasury. Services begin no later than 7th grade and continue with the same students through graduation.

OPS/ King-Chavez-Parks Initiative (KCP)

The goal of the Martin Luther King, Jr. • César Chávez • Rosa Parks (KCP) Initiative is to achieve parity in the number of baccalaureate degrees awarded to students who have been traditionally underrepresented in Michigan's higher education system. After a decade of steady enrollments but declining graduation rates, it became clear that graduation was the only real measure of success for academically and economically disadvantaged student participation.

College Day: The King•Chávez•Parks Initiative College Day Program introduces schoolchildren in grades 6th through 12th who are underrepresented in postsecondary education to the potential of a college education. The federal Gear Up Grant Program is coordinated with the functions of the College Day Program. The program is funded at \$1,167,997 for FY 2006-2007.

Visiting Professors: The Visiting Professors Program is intended to increase the number of underrepresented instructors in the classroom to provide role models for students. The absence of faculty role models and mentors on college campuses contributes significantly to student attrition. The program is funded at \$165,585 for FY 2006-2007.

Future Faculty Fellowship: The Future Faculty Fellowship Program provides fellowships to graduate students who pursue faculty teaching careers in postsecondary education. It is designed to address the relative absence of underrepresented faculty in Michigan colleges. The program is funded at \$1,183,073 for FY 2006-2007.

Michigan College/University Partnership (MICUP) Program: MICUP was created by the Legislature in 1988 to increase the number of academically or economically disadvantaged students who transfer from community colleges into baccalaureate programs. The program awards grants, through a competitive process, to university/community college partnerships. The competitive grant process is funded at \$586,800 for FY 2006-2007.

Morris Hood, Jr., Educator Development (MHED) Program: The purpose of the program is to increase the number of academically or economically disadvantaged students, especially males, who enroll in and complete state-approved K-12 teacher education programs at the baccalaureate level. The program funds of \$148,600 are awarded on a competitive basis for FY 2006-2007.

Select Student Support Services (4-S) Program: The 4-S Program competitively awards funds to 4-year public and independent colleges and universities for the development of retention programs serving academically and economically disadvantaged students. The 4-S programs are designed to increase persistence to baccalaureate degree completion. Moreover, 4-S provides seed money that will serve as a catalyst for institutional change, stimulating more coordinated efforts within institutions to permanently ensure both short-term and long-term measurable improvement in graduation rates for academically or economically disadvantaged students. The program is funded at \$1,956,100 for FY 2006-2007.

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APPROPRIATION UNIT: Department Grants

Adult Education Related Grants

OPS/ Educational Corporations

The Department Labor and Economic Growth (M-LEG) has statutory powers, duties, functions, and responsibilities regarding the establishment and approval of non-public institutions of higher education. This authority is derived principally from language contained in the state's General Corporation Code¹, that requires approval of the M-LEG prior to the issuance of a corporate charter, which would permit the granting of college degrees, and approval of revisions to charters affecting the educational purpose of the institution. Similar authority over non-incorporated, privately operated colleges is provided under a separate legislative act². The M-LEG also has authority over non-public institutions from outside of Michigan seeking to conduct classes or programs for degree credit within the state.

OPS/ Veterans Education

The purpose of this program is to insure that Michigan's eligible recipients and veterans attending state licensed facilities and training programs in Michigan's public and private educational institutions, and public and private business establishments, receive quality education and training. These functions are coordinated with the Proprietary School Unit and the Educational Corporation Unit functions.

OPS/ Proprietary Schools Unit

The purpose of proprietary school licensure is to 1) ensure that students receive quality education and training from privately-owned trade schools operating within the state of Michigan by reviewing the schools for compliance with minimum quality and performance standards; 2) provide information on proprietary schools to students, parents, businesses, and other interested citizens; 3) resolve formal complaints about school practices and unlicensed operations; 4) insure that students affected by school closures are able to complete their programs, or are indemnified against loss of tuition and fees; 5) insure that permits to operate new schools are issued only to applicants who meet all state standards relative to the operation of a proprietary school in the state of Michigan; 6) insure that existing schools remain in compliance with state quality standards; and 7) insure that records of schools are properly secured and maintained.

Fund Source

OPS/ Community Colleges Service Unit CCSU

Public Act 118 of 2007 (FY 2007 DLEG Appropriations Act) (Match for the 5% Perkins Administration Funds)

Carl D. Perkins Vocational and Technical Education Act (5% Administration that must be matched dollar for dollar.)

Carl D. Perkins Vocational and Technical Education Act (Technical Assistance Funds)

\$15,353,203 Carl D. Perkins Vocational and Technical Education Act in grants and services to 28 community colleges, 1 tribal college, and Ferris State University, Lake Superior State University, and Northern Michigan University.

\$286,821,300 in state general fund appropriations to 28 community colleges.

M-TECS

The 18 community college based Michigan Technical Education Centers or M-TECS which focus on industry driven training and educational programs, accounted for over 30 thousand (30,000) people receiving education and training services, delivery of over one million (1,000,000) student/trainee contact hours, and over 1,500 companies and organizations receiving service.

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APPROPRIATION UNIT: Department Grants Adult Education Related Grants

OPS/ GEAR-UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), federal Higher Education Act 1965 as amended to Office of Postsecondary Services to administer the program. The State of Michigan Public Act 136 of 2007 includes in the appropriation for each public university, funding for the College Day Program. Each individual university is required to provide a budget of equal contributions from this program, the participating public university, the participating school district, and the participating independent degree-granting college.
\$1,163,840 in grants and \$1,500,000 in scholarships from the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), federal Higher Education Act 1965 as amended for grants to participating local school districts

OPS/ King-Chavez-Parks Initiative

Public Act 118 of 2007 (FY 2007 DLEG Appropriations Act) to OPS to administer the six programs.
Public Act 118 of 2007 (FY 2007 DLEG Appropriations Act) restricted to Office of Postsecondary Services to administer loan program.
\$5,208,155 was allocated to the public and private universities in Public Act 136 of 2007 (FY 2007 Higher Education Appropriations Act). Of that amount, \$2,516,655 was embedded in a University's operations line item and \$2,691,500 to Office of Postsecondary Services to award on a competitive basis.

OPS/ Educational Corporations

Public Act 118 of 2007 (FY 2007 DLEG Appropriations Act)

OPS/ Veterans Education

U.S. Department of Veterans Affairs Contract sums appropriated through Public Act 118 of 2007 (FY 2007 DLEG Appropriations Act)

OPS/ Proprietary Schools Unit

Restricted Private Occupational School License Fees - Public Act 118 of 2007 (FY 2007 DLEG Appropriations Act)

Legal Base

OPS/ Community Colleges Service Unit

Community College Act, Act 331 of 1966 as amended.
Community College Appropriations, Public Act 120 of 2007.
Carl D. Perkins Career and Technical Education Act of 2006, as amended by P.L. 109-270.

OPS/ GEAR-UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), federal Higher Education Act 1965 as amended and the Martin Luther King, Jr. • César Chávez • Rosa Parks College Day Program, Michigan State Legislature Public Act 136 of 2007.

OPS/ King-Chavez-Parks Initiative

Public Act 136 of 2007

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OPS/ Educational Corporations

Act No. 327 of the Public Acts of 1931, as amended (MCL 450.170 through 450.177) (Educational Corporations)
Act No. 142 of the Public Acts of 1964, as amended (MCL 390.771-390.772) (Non-incorporated, Privately Operated Institutions)
Act No. 284 of the Public Acts of 1972, as amended (MCL 450.2001 through 450.2021) (Foreign Corporations)

OPS/ Veterans Education

The legal basis for this program is a contract between the Department of Labor and Economic Growth and the U.S. Department of Veterans Affairs pursuant to Titles 10 and 38, United States Code, Veterans Benefits, and the Department's policies and guidelines that are part of the monitoring process.

OPS/ Proprietary Schools Unit

Public Act 148 of 1943 as amended (Private Trade School, Business Schools and Institutions)
Public Act 40 of 1963, as amended (Private Trade Schools, Correspondence Schools and Institutions)
Public Act 227 of 1971, as amended (Home Solicitation Sales)

CRITICAL GOALS/MAJOR OBJECTIVES

GOAL 1

Promote access to, retention in, and completion of individual student goals in quality, comprehensive, secondary, postsecondary, and adult education resulting in a 21st Century workforce inclusive of Michigan's diverse populations. Overall Goal Status: Green/Amber /Red

Objective 1

1.1 Internal Customers: Share and disseminate at both Office Director meetings and staff meetings, on a semiannual basis, best practice information with all appropriate internal Bureau customers. Measurement will include a log of materials distributed throughout the six-month period at related meetings and events and through electronic mediums.

<u>Highlight status</u>	<u>Strategy</u>
Green	1.1 OPS: The Office of Postsecondary Services (OPS) meets monthly and also has weekly unit meetings. Meeting bullets are distributed to all attending staff.

MICHIGAN DEPARTMENT OF LABOR AND ECONOMIC GROWTH

APPROPRIATION UNIT: Department Grants Adult Education Related Grants

Objective 2

1.2 External Customers: Disseminate best practice materials at a minimum of five technical assistance events per year for our external customers; a report of the dissemination will be prepared semiannually for the Bureau Director.

<u>Highlight status</u>	<u>Strategy</u>
Green	<p>1.2</p> <p>OPS: OPS, through the Veterans Education Approval Agency, conducted 230 technical assistance visits. The Proprietary Schools Unit conducted 50 new school and technical assistance visits. The Educational Corporations Unit provided technical assistance to five organizations that are requesting authorization to operate a postsecondary degree granting institution in Michigan.</p> <p>The Community College Services Unit conducted 8 compliance and technical assistance visits.</p> <p>College Day held a training and technical assistance workshop on November 9, 2007 that included the review of the annual performance report findings and best practices.</p> <p>The King-Chavez-Parks (KCP) Unit held their annual Fall Competitive Grant Program Meeting for grantees entering Year Two of a five year grant cycle that began October 1, 2005 and ends September 30, 2011 on October 26, 2007. A review of reporting responsibilities and best practices presentations by Grantees was presented. GEAR UP/College Day also held a training and technical assistance workshop on September 12, 2006 that included the review of the annual performance report findings and kickoff of the new grant cycle.</p>

Objective 3

1.3 The Office Directors will meet with their staff quarterly, to share resources and identify best practices related to Goal 1. Office Directors will prepare a quarterly report for the Bureau Director, demonstrating that their staff are making progress toward meeting Goal 1.

<u>Highlight status</u>	<u>Strategy</u>
Green	<p>1.3</p> <p>OPS: The OPS Director meets weekly with managers, both individually and collectively, to discuss the plans and actions of the Office. Best practices are identified that are shared with Office staff and local college and school representatives. The Community College Services Unit, Educational Corporations Unit, GEAR UP Initiative, Veterans Education Approval Agency Unit, and the Proprietary Schools Unit meet weekly to</p>

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	plan for the outcomes projected for the week. Best practice and new opportunities are communicated to the local educators as identified.
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Objective 4

- 1.4** Analyze program performance measures from each Office semiannually, generating an Annual Action Plan to improve the quality of services provided to our customers.

<u>Highlight status</u>	<u>Strategy</u>
Green	1.4 OPS: The OPS analyzed program performance measures quarterly based upon criteria documented in each program handbook and prepared program improvement plans when necessary. Over 400 licenses were renewed to eligible proprietary schools and follow up actions were taken with schools found to have deficiencies.

GOAL 2

Strengthen communities, including diverse populations, through the creation of partnerships and volunteerism. Overall Goal Status: Green/Amber/Red

Objective 1

- 2.1** Disseminate best practice materials at a minimum of five technical assistance events per year for our customers; a report of the dissemination will be prepared quarterly for the Bureau Director.

<u>Highlight status</u>	<u>Strategy</u>
	Does not pertain to OPS.

Objective 2

- 2.2** Analyze program performance measures from each Office semiannually, generating an action plan to improve the quality of services provided to our customers.

<u>Highlight status</u>	<u>Strategy</u>
	Does not pertain to OPS.

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Objective 3

2.3 The Office Directors will meet with their staff quarterly, to share resources and identify best practices related to Goal 2. Office Directors will prepare a quarterly report for the Bureau Director, demonstrating that their staff are making progress toward meeting Goal 2.

<u>Highlight status</u>	<u>Strategy</u>
	Does not pertain to OPS.

GOAL 3

**Integrate excellence, integrity, inclusion, and teamwork into the bureau. Overall Goal Status:
Green/Amber/Red**

Objective 1

3.1 Each office, in concert with its employees, develops criteria for the successful integration of excellence, integrity, inclusion, and teamwork into workplace initiatives. Managers and employees in each Office will choose a method they will use to gauge yearly progress. The Office Directors will report quarterly to the Bureau Director regarding specific accomplishments to date. To accomplish this objective, one bureau-wide work meeting will be held annually no later than December 31, 2004. Ambassadors and implementers will both create and shape the agenda in tandem with the Bureau Director and provide leadership and facilitation at the meeting.

<u>Highlight status</u>	<u>Strategy</u>
Green	3.1 OPS: The OPS units continue to work together through weekly staff meetings on the development of procedures and processes', maintaining their program needs, data and successful workplace initiatives. Manager's report to the Office Director bi-weekly on goal outcomes. OPS seeks feedback from postsecondary institutions and customers with every event to increase excellence.

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Objective 2

3.2 Subsequent to the Bureau-wide work meeting, Office Directors, in concert with staff, will analyze program performance measures semiannually--generating an action plan to improve the quality of services provided to customers, incorporating the four values of integrity, inclusion, teamwork, and excellence. A report will be provided to the Bureau Director every six months regarding accomplishments toward meeting Goal 3.

<u>Highlight status</u>	<u>Strategy</u>
Green	3.2 OPS: OPS Unit teams develop quarterly work plans with a goal orientation that matches the office and bureau strategies. Quarterly performance measures are reviewed that address the specific strategies and goals.

Objective 3

3.3 Office Directors will verify annually to the Bureau Director that each employee has incorporated the values of integrity, excellence, teamwork, and inclusion in their employee performance plan.

<u>Highlight status</u>	<u>Strategy</u>
Green	3.3 OPS: Community College staff continues to participate in phone conferences with OVAE on performance factors.

GOAL 4

Foster continuous employee professional development. Overall Goal Status:
Green/Amber/Red

Objective 1

4.1 The Office Directors will meet with their staff quarterly via staff meetings and cross training sessions, to share resources and identify best practices related to employee professional development. Office Directors will prepare a quarterly report for the Bureau Director, demonstrating that their staffs are making progress toward meeting Goal 4.

<u>Highlight status</u>	<u>Strategy</u>
Green	4.1 OPS: The Community College Services Unit continues to cross-train employees in grant management.

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Objective 2

4.2 Ambassadors/implementers will meet with the Bureau Director quarterly to assist with summarizing the Bureau's progress toward meeting the goals of the Bureau's Action Plan. A quarterly report will be prepared with the Bureau Director that will be presented to the Department Director.

<u>Highlight status</u>	<u>Strategy</u>
Green	4.2 OPS: Bureau assigned CCSU Manager serves as DLEG/Bureau Ambassador providing updates to Director, and along with the director shares the information at OPS Staff Meetings on progress toward meeting the goals of the Bureau Action Plan.

Objective 3

4.3 Inform all staff at staff meetings and electronically about DLEG-sponsored training and professional development opportunities. Funds permitting, all staff will be encouraged to attend information professional development sessions at least annually. By December 31, 2004, a staff representative will be assigned to inquire and collaborate with DIT about types of information technology training opportunities available to staff and to electronically provide this information to all Bureau employees.

<u>Highlight status</u>	<u>Strategy</u>
Green	4.3 OPS: OPS assigned CCSU Higher Ed Consultant serves as OPS Technology/DIT Liaison working with DIT and sharing meeting information, technology training opportunities, and updates with all staff members.

PROCESS/SERVICES

OPS/ Community Colleges Services Unit

Monitoring and technical assistance is provided through desk audits, on-site reviews, in-services, e-mails and electronic communications. The Perkins funding applications are approved and administered online. All occupational programs are approved through the CCSU and data is collected and analyzed. In addition, support is given to all community college related associations.

OPS/ King-Chavez-Parks Initiative, GEAR UP

Monitoring and technical assistance via desk audits, on-site reviews, program meetings, Administrative Manuals, electronic communications and web-based resources.

Publications and electronic communication (e.g., program reports and the Grab College Prep!, 4S Study, and the GU/CD and Equity List Serves).

State approvals (e.g., grant approvals).

Conferences (e.g., Equity in the Classroom, Future Faculty Fellows conference, etc.)

Grant assistance and administration.

Data collection analysis and dissemination.

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OPS/ Educational Corporations, Veterans Education, Proprietary Schools Unit

Monitoring and technical assistance via: desk audits, on-site reviews and inspections, in-services, electronic communications and web-based resources such as the Michigan Proprietary School website and the Michigan State Approving Agency (veterans) website.

Publications and electronic communication.

Training and education (including but not limited to programs/activities promoting compliance with state and federal education laws and regulations).

Data collection analysis and dissemination.

Education advancement and job readiness.

Review and approve all state licensed proprietary schools (trade and vocational), state-approved veterans education and training sites (GI Bill) and new educational corporations (private colleges).

PROGRAM EFFECTIVENESS

OPS/ Community Colleges Services Unit

The unit has consistently had very favorable state and federal audit reports the past 10 years. In the 2001 performance report from the U.S. Department of Education, the community college program was given commendations for its policies, procedures, implementation strategies, and assessment practices. In 2007, the State Auditor General performance audit also found the Unit in good standing. The number of staff members is minimal as compared to like programs and services.

The data and information reported by the Unit is used to determine the appropriation levels for each of the 28 community colleges following the Activities Classification Structure (ACS). Over 200,000 occupational students benefited from the activities and services provided through the Perkins grants, programs, and services. The unit coordinates with nine focus groups and nineteen administrative organizations to maintain its relationship with the various offices within the community colleges and state government to maintain clear and concise direction and technical assistance.

Other functions within the unit include the co-operation of the Tech Prep Education program within the Perkins Act and administer the Interstate Tuition Reciprocity Program under PA 251 and 252 of 1972.

OPS/ GEAR-UP

In 2007, 13,267 students will receive services in approximately 38 school districts and 79 individual school buildings. All students in the grade at that district receive services, regardless of economic status.

OPS/ King-Chavez-Parks Initiative

Since the inception of the Initiative in 1986, there has been a 93.3% increase in the number of bachelor degrees granted to academically and economically disadvantaged students by Michigan's public universities. During the 2005-2006 academic year, KCP served over 28,770 students in our academic support programs (4S, MICUP, and MHED). 2005-2006 also witnessed the awarding of 623 baccalaureate degrees and 48 associate degrees awarded to academically and economically disadvantaged KCP students by Michigan's public and private colleges and universities. 25 new K-12 teachers were also certified and entered Michigan's classrooms. The recent "2006 KCP 4S Time to Degree Completion Study" released Fall 2007 indicates that 74.7% of KCP postsecondary 4S academically and economically disadvantaged students graduated in 5.34 years compared to the national average of between six and seven years.

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OPS/ Educational Corporations

The Department receives approximately five inquiries per month about information on incorporating a new private college or educational corporation. Program effectiveness is judged on the timely processing of, via a committee of scholars, approvals of new institutions and/or new degree programs for existing institutions, and on the timely review of entities filing for incorporation in Michigan; and in making recommendations, to the Corporations Bureau for action. In 2007, 111,000 students (37,000 degree credit) attended 75 state approved educational corporations.

OPS/ Veterans Education

The effectiveness and efficiency of this unit is determined in a cooperative manner between the Department of Veterans Affairs Regional Office (DVARO) in Detroit and the Veterans Education Unit. In 2007, 6,465 eligible Veterans received educational benefits at 185 state approved educational facilities and institutions, namely 6,693 at the college level and 200 at the vocational/technical schools.

OPS/ Proprietary Schools Unit

In fiscal year 2006-07, a total of 102,816 students enrolled and 85,893 completed programs at proprietary schools. A total of 434 schools were licensed; 403 in-state schools and 31 out-of-state schools were licensed to recruit students in Michigan. A total of 174 solicitor permits were issued; 86 were issued to solicitors for Michigan schools and 88 were issued for out-of-state schools recruiting students in Michigan. 86 student transcript requests were received and processed for closed proprietary schools. Citizen inquiries and complaints were received by mail and through the proprietary school's website and were processed by staff following a complaint and compliance set of policies and procedures.

PROGRAM IMPROVEMENTS MADE

OPS/ Community Colleges Services Unit

Core Performance Indicators

Michigan community colleges continued to improve on the Core Indicators required under the Perkins Act of 1998. Michigan community colleges exceeded the expected performance level for Academic Achievement of 79.44% by achieving an overall performance level of 80.72%. Academic skill attainment surpassed the adjusted level by achieving an 85.97% success rate. Michigan community colleges came so close to the expected performance level of 18.51% by achieving 17.76% success rate. Placement and employment retention both continued to exceed the expected levels of performance by achieving a 94.43% and 97.48% success rates, respectively.

Michigan community colleges exceeded the expected state performance level for non-traditional enrollment by achieving 18.35% success rate. The number of students enrolled in programs considered nontraditional for their gender increased from 18,830 to 18,881. Total enrollment in these programs also increased to 107,915. Michigan community colleges also exceeded the expected state performance level of 14.50% for awards. The number of students who received at least one occupational award in a program considered nontraditional for their gender increased from 1,891 to 1,986. The total number of students who received an award in these programs also increased from 12,127 to 12,210.

Trends in Occupational Studies Conference

Professional development was provided to community college faculty through the annual Trends in Occupational Studies Conference, which drew 650 participants. Speakers from more than 20 colleges presented teaching strategies on a wide variety of topics.

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Deans' Inservice

The CCSU conducted the annual Deans' Inservice at The Henry Center for Executive Development in March 2007. These inservices provide information on federal Perkins grant requirements and state initiatives. The March inservice included Mike Hansen, President, Michigan Community College Association, who spoke on updates affecting community colleges and Dr. Eboni Zamani-Gallaher, Associate Professor, Leadership and Counseling, Eastern Michigan University who discussed issues and trends in college readiness, Proposal 2 and the impact of Proposal 2. Participants included occupational deans, special populations program coordinators, data coordinators and staff from the colleges involved in the Perkins grant process.

Michigan Community College Data and Evaluation Committee (MCCDEC)

Each year the State Plan allocates funds to assist the community colleges in improving their capacity to collect the data. Prime examples are support for a statewide coordinator and the Michigan Community College Data and Evaluation Committee (MCCDEC). Established in 1978 as a steering committee, membership has included occupational deans, deans of student services, registrars, presidents, data processing personnel, institutional researchers, and deans of instruction as well as special populations coordinators. MCCDEC's major purpose is to provide technical assistance to Michigan community colleges in data collection, data reporting, and evaluation procedures. This year we have worked together to gain input and recommendations for the expected data requirements of Perkins IV. They also helped to define and determine how Tech Prep data would be collected and reported on for Perkins III.

Web-based Applications and Data Collection

The CCSU continues to make improvements to the web-based application and data collection processes. All Perkins applications are currently web-based and colleges complete this directly via the web. We are continuously improving the function of this site from both the processing and completion viewpoints. We are also currently in the process of transitioning the actual data collection functions from www.michigancc.net (MCCNET) to the www.michiganops.net (MYOPS) site in order to consolidate efforts. It is anticipated that this portion will be completed by the end of 2007.

OPS/ King-Chavez-Parks Initiative, GEAR UP

Web-Based application and reporting systems are in full compliance for the KCP 4S, MICUP, MHED, and FFF programs. Visiting Professors, the FFF Loan Repayment, and GEAR UP/College Day portions of the system are under development and nearing completion. For the first time, KCP Grantees submitted electronic grant applications for the 2006-2011 grant cycle using the new Competitive Grant Web system.

Spring and Fall Program Meetings were held for all programs.

Conferences: The 10th Annual Joint Fellows Conference was held in Fall 2006, and the 17th Annual Equity in the Classroom Conference was held in Spring 2007.

OPS/ Educational Corporations

Receive approximately five inquiries per month about starting a new private college.

Timely processing of, via a committee of scholars, approvals of new institutions and/or new degree programs for existing institutions.

Timely review of entities filing for incorporation in Michigan; and in making recommendations, to the Corporations Bureau for action.

OPS/ Veterans Education and Training

Conducted 230 site inspections

Received highest rating of satisfaction from USDVA for performance

Participated in professional development workshops for school officials with USDVA.

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APPROPRIATION UNIT: Department Grants

Adult Education Related Grants

OPS/ Proprietary Schools Unit

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86 student transcript requests were received and processed for closed proprietary schools.

Citizen inquiries and complaints were received by mail and through the proprietary school's website and were processed by staff following a complaint and compliance set of policies and procedures.

PROGRAM CHALLENGES:

Our main challenge is demand for services outpaces our available funding and has for several years.